DOCUMENT RESUME

ED 163 362 CG 013 076

AUTHOR Locke, Don C.
TITLE Professional Problems of Beginning Counselors in North Carolina.
INSTITUTION North Carolina State Univ., Raleigh.
PUB DATE May 78
NOTE 61p.

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS *Counselor Characteristics; Counselor Role; Counselor Training; *Elementary School Counselors; *Job Skills; *Problems; Professional Personnel; Research Projects; *Secondary School Counselors; *Work Experience

ABSTRACT

This paper presents the results of a study of 211 North Carolina school counselors within their first five years of the profession. The counselors were surveyed as to their functions, areas of competence, and areas of professional difficulty. Professional difficulty was defined as a discrepancy between function and competence. From the study, a profile of elementary, junior high, and high school counselors can be determined. Among other things, it was found that levels of competence seem to reflect the level at which one counsels rather than training received. This supports the idea that counselors develop competence as a result of performing functions once they are on the job. Among the types of counseling listed as performed most often are value clarification; vocational; education; and personal-social. (Author/BP)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED163362

# PROFESSIONAL PROBLEMS OF BEGINNING COUNSELORS IN NORTH CAROLINA

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D. Locke

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

by

Don C. Locke

CG 013076

# The Professional Problems of Beginning Counselors In North Carolina

by
Don C. Locke

Department of Guidance and Personnel Services
School of Education
North Carolina State University
Raleigh, North Carolina

May, 1978

(This research was funded by a grant from the Faculty Research and Professional Development Fund, Office of Research, North Carolina State University. Ms. Nancy T. Brooks served as research assistant.)

## ACKNOWLEDGMENTS

Many persons and organizations have contributed to the successful completion of this research project. The author wishes to express appreciation to the North Carolina State Department of Public Instruction, and specifically Mrs. Alice Solomon, for encouragement and for making available the list of names of beginning counselors in North Carolina.

The author's colleagues in the Department of Guidance and Personnel Services, namely Drs. W. E. Hopke, L. K. Jones, and J. G. McVay were very willing to review the preliminary questionnaire and suggest revisions. Dr. Robert Ballatyne, Duke University, also assisted with development of the questionnaire. To these persons as well as to the many students who critiqued the questionnaire, the author is grateful.

The research assistant, Ms. Nancy T. Brooks is extended a special appreciation.

Finally, the author is appreciative for the financial support received from the North Carolina State University Office of Research.

To each of you, Thank You.

TABLE OF CONTENTS


INTRODUCTION . . . . . 1

STATEMENT OF THE PROBLEM . . . . . 4

PURPOSES OF THE STUDY . . . . . 4

PROCEDURES EMPLOYED . . . . . 5

BASIC ASSUMPTIONS UNDERLYING STUDY . . . . . 6

LIMITATIONS OF STUDY . . . . . 6

DEFINITIONS OF TERMS . . . . . 7

SELECTION AND DESCRIPTION OF RESPONDENTS . . . . . 7

PARTICIPATION . . . . . 9

COMPETENCIES . . . . . 26

COMMENTS . . . . . 38

SUMMARY . . . . . 38

CONCLUSIONS . . . . . 39

APPENDIX . . . . . 41
- Cover Letter . . . . . 42
- Questionnaire . . . . . 43
- Follow-Up Postcard . . . . . 48
- Frequency Data . . . . . 49
- Trends/Patterns from Miscellaneous Comments . . . . . 54

REFERENCES . . . . . 55

LIST OF TABLES


| TABLE | | PAGE |
|---|---|---|
| 1 | Functions Performed by Elementary School Counselors Frequently or Routinely | 22 |
| 2 | Functions Performed by Junior High/Middle School Counselors Frequently or Routinely | 23 |
| 3 | Functions Performed by Senior High School School Counselors Frequently or Routinely | 24 |
| 4 | Competencies of Elementary School Counselors | 33 |
| 5 | Competencies of Junior High/Middle School Counselors | 34 |
| 6 | Competencies of Senior High School Counselors | 35 |
| 7 | Functions Identified With Minimum Competence | 37 |

## INTRODUCTION

Despite the importance of the first year of teaching and/or counseling, relatively little research has been reported concerning first year experiences. In order to evaluate and revise present teacher/counselor preparation programs, objective information about relevant attitudes and the problems and concerns faced by beginning teachers or counselors is needed.

Collea (1972) considered the intentions, self-perceptions, and role perceptions of the beginning teacher as a method of assessing the verbal behavior patterns of first-year teachers. The data suggested that the intentions of first-year science teachers were in conflict. Beginning science teachers increased their desire to motivate students, and yet they decreased in their desire for student participation in classroom activities. Moreover, Collea found that these teachers experienced a conflict in role perception; they felt their principals wanted them to encourage and praise their students more, but at the same time exercise their authority in the classroom. The first-year science teachers found at the end of the year they were not only more direct in their classroom behavior but also motivating students less and having less student participation. Finally, the data suggested that beginning science teachers' role perceptions moved away from the perceptions of their principals concerning verbal behavior in the classroom.

The results of Collea's 1972 study are consistent with those of Moskowitz and Hyman (1974). They studied the teaching behavior of "best," typical, and first-year teachers in three urban junior high schools. The primary interest in this investigation was in the behavior of new teachers, the way they changed over time, and their comparison with behaviors of

best and typical experienced teachers. Moskowitz and Hyman suggested that beginning teachers are unprepared to deal with the difficulties they face, and that preservice preparation of teachers might be appropriate for helping teachers in this situation is devoid of hard research evidence.

At the start of the school year, Moskowitz and Hyman employed the Flint interaction analysis system to collect observational data in the classrooms of the three groups of teachers. Anecdotal records were also kept. The results indicated a number of significant differences in the teaching behaviors during the first contact with classes between the "best," typical, and beginning teachers. Like Collea (1972), Moskowitz and Hyman found beginning teachers to be very direct with students. This behavior increased with time. And yet, their classroom situations rapidly deteriorated. Best teachers, however, when compared with new teachers used relatively more indirect behaviors and joked more. The beginning teacher criticized student behavior more and more frequently at each successive observational period, thus indicating that beginning teachers were increasingly having control problems and that students were out of order.

One implication of the Moskowitz and Hyman investigation is that beginning teachers need specific training on how to establish an appropriate relationship with students from the beginning of their teaching assignment.

Finally, Nickel, Traugh, and Tilford (1976) studied the concerns and problems of first-year junior high school teachers. To identify these problems and concerns, a workshop composed of twenty-five first-year junior high teachers at a medium-sized urban school district was held. The rationale for this method was to allow for interaction among

teachers and between teachers and administration. A modified version of the confrontation meeting model designed by Richard Beckhard was utilized. The concerns and recommendations were organized into the categories of student behavior, teaching methodology, school environment, and community-school relations and presented to the Deputy Superintendent.

The authors concluded that the problems and concerns expressed by these twenty-five teachers during the workshop highlight several points which are important to both school districts and teacher education programs. Their concerns ranged over the many issues affecting public education, e.g., racial integration, individualized instruction, and discipline. Discipline was the chief concern of ten of the twenty-five participants.

Nickel, Traugh, and Tilford suggested that first-year junior high school teachers perceived themselves as being inundated by problems with which they feel ill-prepared to cope. The authors also suggested that school districts need to encourage communication among teachers and administration. Finally, the authors concluded that the problems and concerns of these first-year teachers raise important questions about teacher education programs.

The problem of role definition and function of the school counselor within the educational community seems to be a prevailing problem of the counseling profession as evidenced in recent research. Many of the presenting problems of beginning teachers probably face the beginning school counselor.

Friedman and Gruberg (1975) attributed the problem of definition and function of the counseling profession to a lack of publicly stated definition of counselor skills and function. Hart and Prince (1970) focused on the discrepancy between principal's expectations of the

counselor's role and the ideal role as taught to the counselor during his training. Hart and Prince also studied the effect counselor training and counseling experience have had in shaping the way principals perceive the counselor role. The fact that school counselors are taught many role philosophies and behaviors which are in conflict with the expectations of the principals is the fundamental issue raised by this study. Furthermore, the Hart and Prince study suggested that the principal-counselor conflict is a very real problem for the school counselor. The counselor is forced to decide between implementing his academic training or complying with the demands of the principal.

A Canadian investigator studied the differences in perceptions of the role of high school counselors between and among groups of counselors, teachers, and principals. Mott (1973) found that the counselor, teacher, and principal groups agreed on the basic functions of the high school counselor, but they do not agree on the degree of implementation of these functions by the school counselor(s) in their schools. Like Friedman and Gruberg (1975) Mott suggested that this conflict could be alleviated if the counselor communicates the nature of his competencies and the character of guidance services to the public he serves.

## STATEMENT OF THE PROBLEM

The problem of this study was to assess the opinions of beginning counselors concerning their levels of preparation and competency for counselor functions.

## PURPOSES OF THE STUDY

The purposes of this study were to

1. Determine the professional problems of beginning counselors

in North Carolina.

2. Determine if differences exist in the level of expressed problems based on

a. prior teaching experience.

b. counselor-student ratio.

c. theoretical orientation.

d. amount of counseling experience.

e. school level at which counselor works.

3. Determine selected content for developing in-service education programs for counselors.

4. Describe selected characteristics of beginning counselors in North Carolina.

## PROCEDURES EMPLOYED

The procedures employed in this study included:

1. Review of literature on professional problems of beginning teachers and beginning counselors.

2. Development of a list of counselor functions.

3. Review of those functions by a pilot group made up of counselor educators and advanced graduate students enrolled in a counselor education program.

4. Modification of original list of counselor functions.

5. Acquisition of a list of school counselors in North Carolina from the Division of Pupil Personnel Services, State Department of Public Instruction.

6. Mailing questionnaire to 321 beginning school counselors.

7. Follow-up of non-respondents.

8. Analysis of data received.

## BASIC ASSUMPTIONS UNDERLYING STUDY

The basic assumptions underlying this study are as follows:

1. The identification of the levels of preparation and competency for certain counselor functions can be established with some degree of reliability and validity by means of a structured questionnaire.

2. The responses to specific questions on the questionnaire constitute empirical evidence of levels of preparation and competence of beginning school counselors in North Carolina.

3. The population of school counselors forms the most meaningful group from which to draw empirical evidence regarding the professional problems experienced.

4. The definitions of terms provide an acceptable basis for this study.

## LIMITATIONS OF STUDY

Generalizations of findings of this study are limited by the following factors:

1. The study is limited to beginning school counselors in North Carolina. It may be that the professional problems of school counselors in other settings would differ considerably from those delineated in this study.

2. The identification and selection of beginning school counselors is limited to the list provided by the Division of Pupil Personnel Services, NC State Department of Public Instruction.

3. The study is limited by the decision to use a structured questionnaire. The nature of questionnaire investigation itself sets limitations.

## DEFINITIONS OF TERMS

Important terms used in this study are defined as follows:

1. Beginning Counselor - A beginning counselor is defined as one who has been involved in counseling for less that four academic years.

2. Professional Problem - A professional problem is defined as an area of concern identified by relatively little participation or a relative lack of competence. Areas included are those generally agreed to be functions of school counselors.

## SELECTION AND DESCRIPTION OF RESPONDENTS

The respondents to this study included 211 school counselors in the State of North Carolina. A total of 321 questionnaires were mailed to persons identified as beginning school counselors by the Division of Pupil Personnel Services, North Carolina State Department of Public Instruction. Three (3) of the questionnaires were returned unopened, making the total number of questionnaires received by potential respondents a total of 318. The 211 persons who completed and returned the questionnaire represented a 66.3% return rate.

Of the 211 respondents, 61 identified themselves as elementary school counselors. Sixty-nine (69) reported that they were junior high school or middle school counselors. Eighty (80) identified themselves as high school counselors. Only one identified himself/herself as a kindergarten-grade 12 counselor.

Thirty-two (32) reported that they were assigned to less than 400 students. The number of respondents assigned to 401-500 students was 49. Thirty-nine (39) reported a 501-600 assignment. Thirty (30) reported they were assigned to 601-700. And 61 of the 211 respondents indicated they were assigned to 700 students.

In terms of the enrollment of the school to which the counselors

were assigned, 21 reported less than 500, 43 reported 501-700, 52 reported 701-900, 39 reported 901-1100, and 55 identified the enrollment of their school more than 1100.

One hundred eighty-eight counselors indicated that they had received their counselor training within the State of North Carolina. Only 22 received their training outside the State of North Carolina.

When asked about teaching experience before becoming a counselor, 115 reported no prior teaching experience. Sixty-eight (68) indicated they had had 1-3 years, 15 reported 4-6 years, 6 reported 7-9 years and 7 indicated 10 years or more of prior teaching experience.

One hundred ninety-five counselors indicated that they have full counselor certification. Twelve (12) of the respondents had provisional certification; 10 of these respondents reported having had more than half of their training completed, and 2 less than half of their counselor training completed. Of the four reporting no certification, 2 indicated that they were enrolled in a counselor education program, 2 reported they were <u>not</u> enrolled in a counselor education program.

When asked the portion of time spent performing duties assigned to them as counselors, 167 indicated that all their time was spent performing these counselor duties. Twenty-nine (29) indicated three-quarters of their time was spent performing these duties, 9 indicated one-half of their time, 4 reported one-quarter, and 2 reported less than one-fourth of the time was spent performing duties assigned to them as counselors.

Ninety-nine (99) of the respondents indicated 0-1.0 fulltime equivalent counselors (FTE) assigned to their school. Fifty-four (54) indicated 1.1-2.0 FTE. 42 reported 2.1-3.0, and 4 reported 4.1 and over as fulltime equivalent counselors in their assigned school.

Of the counseling approaches preferred by the respondents, 94 indicated they preferred an ecletic approach. Fifty-two (52) responded

they preferred client-centered counseling. The developmental approach was preferred by 27 of the respondents, 23 preferred behavioral counseling, 7 indicated a preference for the existential-humanistic approach, and two preferred rational-emotive counseling. None of the respondents indicated a preference for the psychoanalytic or neo-analytic approach.

There were 21 respondents who had less than one year of counselor experience, and 52 reported more than one year but less than two school years. Forty respondents indicated more than two years but less than three school years, 66 had more than three but less than four school years, and 32 had more than four years of counseling experience.

There were 149 female respondents and 60 male respondents. Two preferred not to identify their sex.

The largest portion of the respondents identified themselves as white/caucasion (172 respondents). Thirty-four (34) identified themselves as black/Afro-American, and 5 preferred not to answer the question. None of the respondents identified themselves as Latin American, American Indian, or Oriental.

## PARTICIPATION

### Evaluating Effectiveness of School Guidance Programs

When asked to identify the degree to which they evaluated the effectiveness of the school guidance program, 35 (16.9%) of the respondents reported that they had never participated in such an evaluation. However, 115 (54.5%) respondents reported that they occasionally participated in such an evaluation. Of these 115 respondents, 16 are less than fulltime counselors, suggesting that someone else on their staff may be performing this evaluation function.

### Securing Parent Participation In Guidance Activities

Forty (19%) respondents reported that they had never secured the

participation of parents in guidance activities. Ninety-six (45.5%) respondents reported that only occasionally have they secured parent participation. Seventy-one (33.5%) reported that they involve parents in their program at least once a week.

Initiating and Implementing Parent Groups, i.e. P.E.T.

The respondents reported that 137 (64.93%) had never initiated and implemented parent groups. Sixty-eight (42.2%) indicated that they did perform this activity at least once a month. Sixty-six of the high school counselors (31.3%) indicated that they never performed this activity; this represents 48.2% of the total respondents never implementing a PET Group. Only 13 (6%) of these high school counselors performed this activity at least once a month. However, 25 (11.89%) of the elementary counselors reported never performing this activity. Thirty-five elementary school counselors, 57% of all elementary school counselors, indicated that they did implement a PET group at least once a month. These findings suggested that the level at which the respondents counsel has an influence on participation in this activity.

Conducting In-Service Presentations Regarding the Construction, Administration and Use of Tests (Assessment Program)

Ninety-five (45.97%) respondents reported that they had never conducted in-service presentations regarding the construction, administration, and use of tests. Ninety-nine (46.92%) indicated that they did conduct such presentations at least once a month. Twelve (5.7%) respondents indicated that they conducted in-service presentations at least 2-3 times a week. Of the fulltime counselors, 77 (36.49%) had never performed this testing function, but 80 (37.91%) fulltime counselors had performed this activity at least once a month. Of the 44 counselors, three-fourths time and less, only 9% performed this activity at least once a month. This

suggested that the time spent performing counselor duties is a factor in the participation of this testing activity. Furthermore, the amount of counselor experience appears to be a significant factor in the participation of testing activities. Seven (3.32%) counselors with less than one year counselor experience performed these testing activities at least once a month as compared to 17 (8.06%) with four or more years of counselor experience.

Providing Teachers With Educational and Occupational Materials (Posters, Pamphlets, etc.) Relevant to Courses Being Taught

Forty-seven (22.3%) respondents indicated that they had never provided teachers with educational and occupational materials relevant to courses being taught. However, 83 (39.3%) reported that they did perform this activity once a month. Seventy-eight (36.97%) reported that they performed this activity at least once a week. Of the seventy-eight counselors providing these materials at least once a week, 37 (17.54%) identified themselves as high school counselors; 20 (9.48%) as elementary counselors, suggesting that level of counseling may influence participation in this activity. Of the 83 providing these materials at least once a month, 69 (32.70%) identified themselves as fulltime counselors as compared to 14 (6.64%) three-quarter time or less. This suggested that the time spent performing duties assigned to a counselor influences this activity. The amount of counselor experience also appeared to influence participation. Of the 83 (39.34%) providing these materials at least once a month, 29 (13.74%) had at least three years of counseling experience compared to 7 (3.32%) with one year or less of counseling experience. The amount of prior teaching experience also seemed to have an effect on participation. Of the respondents who had never performed this activity, 23 (10.9%) had no prior teaching experience compared to 12 (5.69%) with 1-3 years of prior

teaching experience.

Preparing Information On Curriculum Needs As Noted in Counseling Sessions for Submission to School Administration

When asked if they prepared information on curriculum needs as noted in counseling sessions for submission to school administration, 80 (37.91%) reported that they never performed this function, 105 (49.76%) had performed this function at least once a month, and 23 (10.9%) performed this function at least once a week. Of those respondents performing this function at least once a month, 6 (2.84%) had less than one year of counseling experience, 23 (10.90%) had more than one year but less than two school years counseling experience, and 24 (11.37%) had more than two years but less than three school years of counseling experience. This suggested that counseling experience influences participation in this activity.

Conducting Follow-Up Studies on Former Students to Discover Strengths and Weaknesses In School Guidance Programs

When asked to indicate participation in follow-up studies on former students to discover strengths and weaknesses in the school guidance program, 123 (58.29%) reported that they had never participated in such a follow-up activity. Sixty-five (30.81%) claimed they did participate in this activity at least once a month, and 20 (9.47%) indicated they performed such a follow-up at least once a week. Of those respondents participating in such an activity at least once a week, 31 (14.69%) respondents identified themselves as high school counselors, representing almost half (47.69%) of the total number of counselors responding in this way.

Establishing Local Norms for Standardized Aptitude and Achievement Tests

One hundred sixty-three (77.25%) respondents indicated that they had never established local norms for standardized aptitude and achieve-

ment tests. Forty-four (20.85%) respondents indicated that they did perform this activity once a month. Of these forty-four respondents, almost half (47.62%) identified themselves as high school counselors, and 83.3% indicated they had two or more years of counseling experience.

Placing Students in Parttime and Summer Jobs

One hundred fifteen (54.50%) respondents reported that they had never placed students in parttime and summer jobs. Of this number, 56 (24.54%) identified themselves as elementary school counselors, 29 (13.74%) as junior high school counselors, and 29 (13.74%) as high school counselors. Five (2.3[illegible]%) elementary school counselors, 38 (28.01%) junior high counselors, and 50 (33.7%) high school counselors indicated that they did perform this activity at least once a month. In terms of teaching experience, of those indicating no prior experience, 54 (25.60%) reported that they did place students in parttime and summer jobs at least once a month as compared to 27 (12.79%) respondents reporting 1-3 years of experience. This suggested that the amount of prior teaching experience is inversly related to participation in this activity. Of those counselors identifying themselves as fulltime counselors, 50 (23.70%) reported they performed this activity at least once a month, 16 (7.58%) reported performing this activity at least once a week. Of the 73 respondents with less than two years of counseling experience, 27 (12.8%) indicated they participated in such an activity at least once a month. However, of the 98 respondents with more than three years of counseling experience, 36 (21.82%) respondents reported that they did perform this activity at least once a month. These findings suggest that level of counseling time spent performing counseling duties and counselor experience influence participation in this activity.

Providing Information About Individual Students to Potential Employers

When asked about their current participation in providing information about individual students to potential employers, 108 (51.18%) reported that they never performed this function. Sixty-two (29.38%) indicated that they did perform this function at least once a month, and 34 (16.12%) reported performing this function at least once a week. Of those performing this function at least once a month, 42 (19.91%) identified themselves as high school counselors, 18 (8.53%) as junior high school counselors and 2(.95%) as elementary school counselors. Of the 108 respondents that reported having never performed this function, 55 (26.07%) identified themselves as elementary school counselors as compared to 9 (4.27%) high school counselors. Forty-one (19.43%) of the respondents that reported never performing this function indicated that their counselor-student ratio was more than 700 to 1. However, of the counselors reporting a 401-500 counselor-student ratio, only 19 (9.0%) reported that they never performed this function. This may indicate that counselor-student ratio affects participation in such an activity. The amount of counselor experience also seems to affect participation in this activity. Of the 98 counselors with three or more years of counselor experience, 31 (14.7%) indicated they performed this activity at least once a month; but of the 73 counselors with less than two years of counseling experience, only 20 (9.48%) reported performing this activity at least once a month. It appears that the amount of counselor experience influences participation in this activity.

Assisting Students in Selection of Extra-Curricular Activities

When asked to identify the degree to which counselors assisted students in the selection of extra-curricular activities, 67 (31.75%) of all respondents stated that they had never performed this activity.

More than half of these 67 counselors (52.46%) work in an elementary school setting where extra-curricular activities may not be as prevelent. Eighty-eight (41.7%) of the 211 reported that they perform this function at least once a month. Only 15 (7.11%) counselors assist students in this decision-making activity as much as two or three times a week.

Evaluation of Effectiveness of Extra-Curricular Activities In Meeting Students' Needs

In terms of evaluation of effectiveness of extra-curricular activities in meeting students' needs, 103 (48.82%) indicated they had never performed such an evaluation. Of these 103 counselors, 39 (18.48%) identified themselves as elementary school counselors. This represents 63.93% of all elementary school counselors that responded to this item. The percent of high school counselors that responded in this manner is somewhat lower; 34 high school counselors (42.50% of all high school counselors) indicated they had never performed such an evaluation. Seventy-seven (36.49%) counselors reported that they did perform this function at least once a month.

Fifteen elementary school counselors (7.11%) reported performing this activity at least once a month, which represented 24.59% of all elementary counselors that responded to this item. However, 31 (14.69%) junior high school counselors reported that they did perform this activity once a month, which accounted for 44.93% of all junior high school counselors that responded to this item. These findings suggested that the level at which one counsels affects participation in such an evaluation activity.

Developing and/or Coordinating a Peer Counseling Program

One hundred twenty-five (59.24%) counselors indicated that they have never developed and/or coordinated a peer counseling program.

Fifty-six (26.54%) of these counselors identified themselves as high school counselors, representing 70% of all high school counselors. In comparison, 37 (17.54%) junior high school counselors and 31 (14.69%) elementary school counselors indicated that they had never performed such a function representing 53.62% and 50.82% respectively of the total number of junior nigh and elementary school counselors that responded to this item. Forty-nine (23.22%) respondents reported that they did perform this function at least once a month. Only 15 (7.11%) high school counselors reported that they performed this function once a month (18.75% of the 80 high school counselors). Sixteen (7.58%) elementary counselors, (23.19% of the 69 junior high school counselors), and 18 (8.53%) of the elementary school counselors (29.51% of 61 elementary school counselors) indicated that they performed this function at least once a month. Thirty-five (13.59%) indicated that they performed this function as much as once a week. The level at which the respondents counseled was not discriminating at this frequency of participation.

Planning Case Conferences Involving Parents and Teachers

Nineteen (9%) respondents reported that they had never planned case conferences involving parents and teachers. However, 68 (32.23%) respondents indicated that they performed this function at least once a month, 68 (32.23%) performed this function at least once a week, and 35 (16.59%) performed this function 2-3 times a week. Twenty (9.48%) respondents reported that they performed this consulting function once a day. Of the 68 counselors performing this function once a month, high school counselors represented the greatest percentage (42.50% of all high school counselors, and 16.11% of the total 68 respondents). However, of the 35 counselors participating in such conferences on a daily basis, elementary school counselors represented the greatest percentage (24.59% of all

elementary counselors and 7.11% of the total 35 respondents). These comparative findings suggested that those respondents who counsel the lower grade levels conduct conferences on a more routine basis.

Assisting Teachers In Diagnosing Learning Difficulties of Students

When asked if they assisted teachers in the diagnosis of learning difficulties of students, 18 (8.53%) respondents reported they never performed this function, 63 (29.86%) reported they had performed this function at least once a month, 78 (36.97%) performed this diagnostic function at least once a week, and 50 (23.70%) respondents performed this function as much as 2-3 times a week. Of those never performing this diagnostic function, it appeared that high school counselors represent the greatest number (11.25% of all high school counselors and 50% of all counselors responding in this manner). Of the 50 respondents performing this function as much as 2-3 times a week, 48% of the respondents identified themselves as elementary school counselors. This suggested that the elementary school counselor is more apt to perform this function on a routine basis than a junior high or high school counselor.

Planning PTA Activities and Programs

One hundred thirty-seven (64.93%) respondents indicated that they had never planned PTA activities or programs. Of these 137 respondents, 64 (30.33%) high school counselors (80% of all high school counselors), 47 (22.27%) junior high school counselors (68.12% of all junior high school counselors), and 26 (12.32%) elementary school counselors (42.62% of all elementary school counselors) reported they had never planned PTA activities and programs. Sixty-three (29.86%) respondents reported that they had performed this planning function at least once a month. Of these 63 respondents, only 14 high school counselors (17.50% of all high school counselors) reported participation in this activity at

least once a month compared to 30 elementary counselors (49.18% of all elementary counselors). Only seven (3.31%) reported that they planned these PTA activities and programs at least once a week. The amount of counselor experience seemed to influence participation in this activity. Of the 21 counselors with less than one year of counseling experience, 18 respondents (85.71%) indicated they had never performed this planning function and 3 respondents (14.29%) reported that they performed this function once a month. In comparison, of the 40 counselors with at least two years of counseling experience, 24 respondents (60%) reported never performing this activity and 14 (35%) reported participation in such planning at least once a month; 2 (.95%) reported planning such activities at least once a week.

Planning Assembly Programs

When asked to identify the degree of participation in the planning of assembly programs, 129 (61.14%) respondents reported that they had never performed this planning function. Seventy-one (33.65%) respondents indicated they did perform this function once a month, and seven (3.32%) respondents reported that they planned assembly programs at least once a week. Of those performing this function at least once a month, 17 are less than fulltime counselors, suggesting that someone else on their staff may be performing this planning function. Moreover, the amount of counselor experience seemed to influence these findings. Of the respondents with less than two school years of experience, 20 (9.48%) reported performing this planning function at least once a month whereas of the respondents with at least three years of counseling experience, 45 (21.32%) reported performing this function at least once a month.

Providing Group Counseling for Those Students Unable or Unready to Profit From Individual Counseling

Eighty-six (40.76%) respondents indicated that they never provided group counseling experiences for their students unable or unready to profit from individual counseling. Ninety-two (43.60%) respondents reported that they did provide these group counseling experiences once a month. Thirty (14.21%) respondents reported that they provided such group experiences at least once a week. Of the thirty respondents providing group counseling experience on a weekly basis, four are less than full time counselors suggesting that someone else on their staff may be providing such experiences. Finally, counselor experience appeared to affect participation in this activity. Eighty-one percent of the counselors with less than one year of counseling experience had never provided group counseling compared to 25% of the counselors with four or more years of experience. Of the respondents providing these group experiences on a weekly basis, 19 (9.01%) identified themselves as elementary school counselors, compared to 8 (3.79%) junior high school counselors, and 3 (1.42% high school counselors). Of the respondents providing these group experiences at least once a month, 40 (65.57%) of the 61 counselors with a more than 700 to 1 student-counselor ratio reported participation to this degree. However, of the 32 counselors reporting a less than 400 to 1 student-counselor ratio, only 14 (43.76% of the 32 counselors) counselors reported providing these group counseling experiences at least once a month. These findings suggested that the student-counselor ratio affects the degree of participation and the larger the ratio the more apt the counselor is to provide such an experience.

Visiting the Homes of Students Who Have Behavioral, Social, Attendance, or Economic Problems

When asked to identify the degree to which they made home visits to students identified as having behavioral, social, attendance, or economic problems, 86 (40.76%) reported never visiting the home, 92 (43.60%) indicated they did make such visits once a month, and 30 (14.21%) reported making such visits at least once a week. Of the 61 elementary school counselors, 51 reported making such visits at least once a month. However, of the 69 junior high school and 80 high school counselors, 38 and 32 respectively reported making such visits at least once a month. Furthermore, of the 92 counselors making home visits once a month and the 30 counselors making visits at least once a week, 18 were less than fulltime suggesting that another staff member may be performing this function. Of the 21 counselors with less than one year of counseling experience, 17 (80.97% of these 21 counselors) reported that they never made such visits. Of the 21 counselors with less than one year of counseling experience, only 4 (1.89%) reported performing this function at least once a month.

Discussing Referral Sources and Procedures with the School Staff

When asked the degree to which they discussed referral sources and procedures with the school staff, 14 (6.64%) reported never performing this function, 106 (50.24%) indicated they did discuss referrals as often as once a month, and 54 (25.59%) reported performing this function once a week. Thirty-six (17.07%) respondents reported discussing referrals at least 2-3 times a week. Forty-nine percent of the counselors discussing referrals with school staff once a month identified themselves as elementary school counselors. While counselors at all levels are performing this function, it appears that

elementary school counselors perform this function more frequently and more routinely.

Administering Personal Data Blanks, Autobiographies and Other Student Appraisal Devices

Fifty-five (26.07%) respondents reported that they had never administered personal data blanks, autobiographies and other student appraisal devices. However, 100 (47.39%) indicated they did administer such appraisal devices once a month. Thirty (14.22%) respondents indicated they administered such devices once a week, and 22 (10.42%) respondents reported that they performed this administrative activity at least 2-3 times a week.

Of the 52 counselors with more than one year of counseling experience, 25 (48.00%) reported they administered appraisal devices at least once a month. However, of the 21 counselors with less than one year of experience, only 6 (28.57%) reported they administered such devices once a month. It appears that increased counseling experience is a factor that influences participation in this activity.

TABLE 1

Functions Performed by Elementary School Counselors

Frequently or Routinely

| Rank | Function | % Reporting Participation |
|---|---|---|
| 1 | Counseling students with reference to personal-social considerations | 88% |
| 2 | Suggesting specific ways in which a student might be helped to overcome a behavioral problem | 79% |
| 3 | Counseling students with reference to academic difficulties | 67% |
| 4 | Assisting students in the development of decision-making skills | 66% |
| 5 | Counseling students having value clarification problems | 61% |
| 6 | Suggesting specific ways in which a student might be helped to overcome a learning problem | 59% |
| 7 | Counseling with students who are racially different | 47% |
| 8 | Developing guidance program goals, aims, and priorities | 43% |
| 9 | Identifying and referring students for individual psychological testing | 43% |
| 10 | Planning case conferences involving parents and teachers | 41% |

Table 1 identifies those functions which at least 40% of the 61 elementary school counselors reported that they perform at least several times a week. The function performed by the largest percentage of elementary school counselors involves counseling students with reference to personal-social considerations. Generally, the functions performed most often elementary school counselors fall under the broad categories of

"counseling" and "working with teachers." These functions seem to be of the type that can be performed in classroom groups.

TABLE 2

Functions Performed by Junior High/Middle School Counselors Frequently or Routinely

| Rank | Function | % Reporting Participation |
|---|---|---|
| 1 | Counseling students with reference to personal-social considerations | 94% |
| 2 | Counseling students with reference to academic difficulties | 84% |
| 3 | Counseling students having value clarification problems | 75% |
| 4 | Suggesting specific ways in which a student might be helped to overcome a behavioral problem | 71% |
| 5 | Assisting students in the development of decision-making skills | 68% |
| 6 | Counseling with students who are racially different | 61% |
| 7 | Maintaining permanent records | 59% |
| 8 | Counseling students with reference to educational considerations | 58% |
| 9 | Scheduling new students | 44% |
| 10 | Scheduling students inclasses | 42% |

The functions performed frequently or routinely by the 69 junior high/middle school counselors are presented in Table 2. As with the elementary school counselors, counseling students with reference to personal-social considerations is the function performed by more of the counselors on a regular basis. Scheduling activities and maintaining permanent records

are found in this listing to be activities participated in by a relatively high percentage of the counselors.

TABLE 3

Functions Performed by Senior High School Counselors Frequently or Routinely

| Rank | Function | % Reporting Participation |
|---|---|---|
| 1 | Counseling students with reference to vocational considerations | 87% |
| 2 | Counseling students with reference to educational considerations | 87% |
| 3 | Counseling students with reference to personal-social considerations | 85% |
| 4 | Counseling students with reference to academic difficulties | 74% |
| 5 | Assisting students in selecting school courses | 64% |
| 6 | Maintaining permanent records | 64% |
| 7 | Checking credits for graduation and college entrance | 64% |
| 8 | Counseling students in relation to financial aid | 59% |
| 9 | Counseling with students who are racially different | 57% |
| 10 | Assisting students in the development of decision-making skills | 56% |
| 11 | Providing scholarship information | 52% |
| 12 | Providing information about students to colleges at which the student has applied | 48% |
| 13 | Counseling students having value clarification problems | 45% |
| 14 | Writing letters of reference or recommendation | 43% |

Continued on next page

Table 3 (Continued)

| Rank | Function | % Reporting Participation |
|---|---|---|
| 15 | Providing information on economic conditions related to future employment and education | 43% |

Data for the 80 high school counseling functions frequently or routinely performed are presented in Table 3. These data present a secondary school counselor as one who spends most of the time counseling students with reference to vocational considerations, with this function followed closely by counseling with reference to educational considerations and personal-social considerations. Functions which had ranked high for elementary and junior high school counselors are still performed by high school counselors but at a rate lower than the latter two groups. It is also interesting to note that fifteen functions are included in the list performed routinely by at least 40% of the high school counselors while only ten functions are included on a similar list for elementary and junior high school counselors. This suggests that the role and function of high school counselors is perhaps more complex than at the lower school levels.

COMPETENCY

Developing Guidance Program Goals, Aims, and Priorities

Fourteen (6.69%) respondents reported that they had limited competence in developing guidance program goals, aims, and priorities. Sixty-four (30.33%) respondents reported that they could develop guidance program goals with assistance. Sixty-five (30,81%) respondents indicated they could perform this activity with a little preparation, and 55 (26.07%) respondents indicated they could perform this activity alone and with relative ease.

Planning and Arranging Sequence of Year's Guidance Activities

Two (.95%) respondents stated that they could not plan and arrange the sequence of the year's guidance activities. However, 21 (9.95%) reported they did know where to seek assistance. Fifty-three (25.12%) reported they could perform this activity with assistance, 33% of whom were high school counselors. Fifty-six (26.54%) reported being able to do so with little preparation. Sixty-four (30.33%) indicated they could carry out this planning function with relative ease. Twenty-nine elementary school counselors accounted for 13.74% of this number, 47.54% of all elementary school counselors. Moreover, of these 64 counselors with a high degree of competence, 60.94% identified themselves as experienced counselors with more than three years of counseling experience, representing 75.19% of all experienced counselors.

Initiating and Implementing Parent Groups (i.e. PET)

In regard to the respondents stated ability in initiating and implementing parent groups, 22 (10.43%) indicated that they were unable to initiate such an activity. Thirteen (6.16%) identified themselves as high school counselors whereas only two (.95%) identified themselves as elementary school counselors. Fifty-five (26.07%) respondents

reported that they at least knew where to seek assistance. Four (1.90%) respondents reported having more than ten years of teaching experience. This number accounted for 57.14% of the counselors with this amount of experience. Fifty-six (26.54%) stated they could perform this function with assistance. Of these 56 counselors, 10 (4.72%) were beginning counselors with less than one year of experience, representing 47.62% of all beginning counselors. Forty-two (19.91%) indicated they could perform this function with little preparation, while 22 (10.43%) could perform this activity with relative ease. Of these 22 counselors, 18 (8.53%) were elementary counselors, 29.51% of all elementary school counselors. In comparison, only three (1.42%) high school counselors, 3.75% of the 80 high school counselors reported the same level of competence.

Suggesting Specific Ways In Which A Student Might Be Helped to Overcome a Learning Problem

When asked about competence level in assisting students with a learning problem, three (1.42%) reported that they did not know where to begin to approach the problem. Twenty-four (11.37%) indicated they did know where to seek assistance. Sixty-one (28.91%) stated they could perform this function with assistance. Fifty-six (26.54%) respondents indicated they could be of help with little preparation, and 55 (26.07%) stated they could offer assistance with relative ease.

Conducting Follow-up Studies on Former Students to Discover Strengths and Weaknesses in School Guidance Programs

When asked about ability to conduct follow-up studies on former students to assess guidance programs, 13 (6.16%) reported having no competence in this function. Fifty-nine (27.96%) indicated they knew where to seek assistance in order to perform such a follow-up. Fifty (23.70%) indicated they could perform such an activity with assistance.

Thirty-seven (17.54%) stated they could conduct such follow-up studies with little preparation. Thirty-four (16.11%) reported they had more than adequate competences in this area. Of these 34 respondents, 17 (8.06%) identified themselves as high school counselors, representing 21.25% of the 80 high school counselors.

Evaluation of Effectiveness of Extra-Curricular Activities in Meeting Students' Needs

When asked about competency in evaluating the effectiveness of extra-curricular activities in meeting student needs, 103 (48.82%) indicated that they could not begin to perform such an evaluation. Seventy-seven (36.49%) respondents reported that they knew where to seek assistance to perform this evaluation. Nineteen (9%) respondents reported they could perform this extra-curricular evaluation with some assistance. However, only 9 (4.27%) respondents indicated that they could conduct this evaluation with little preparation and two (.95%) respondents indicated they could perform this function with relative ease.

Developing and/or Coordinating A Peer Counseling Program

Twelve (5.69%) counselors reported they could not begin to develop or coordinate a peer counseling program. However, 41 (19.43%) counselors indicated they would know where to seek assistance. Fifty-four (25.59%) counselors reported they could perform this function with assistance, and 57 (27.01%) reported they could develop such a program with little preparation. Thirty-six (17.06%) indicated they could develop and/or coordinate a peer counseling program alone and with relative ease.

Assisting Teachers In Diagnosing Learning Difficulties of Students

When asked about ability to assist teachers in diagnosing learning difficulties, two (.95%) reported they were unable to perform this function. However. 23 (10.90%) indicated they could perform this function with assistance. Of these 23 counselors, 10 (4.74%) were junior high

school counselors and 10 were high school counselors. Seventy-two (34.12%) respondents indicated they could perform this function with assistance, 32 (15.17%) of whom were high school counselors or 40% of all high school counselors. Sixty-one (28.91%) respondents reported they were able to assist teachers in this diagnostic capacity with relative ease. Finally, 48 (22.75%) respondents reported relative ease in performing this diagnostic function.

Making Decisions Concerning Student Disciplinary Action

Eighteen (8.53%) respondents indicated they could not make decisions concerning student disciplinary action. Eleven (61.0% of these 18 counselors) identified themselves as high school counselors. Forty-eight (22.75%) respondents indicated they knew where to seek assistance in order to make such decisions. Forty-three (20.38%) respondents indicated they could make these decisions with assistance. Forty-six (21.80%) respondents reported they could make these disciplinary decisions alone and with little preparation. Forty (18.96%) indicated they could make these decisions with relative ease; 17 junior high school counselors (24.64% of all junior high school counselors) reported this high level of competence and represented 42.50% of all counselors with this level of competence.

Selecting and Revising Curriculum Content

Twenty-seven (12.80%) respondents reported having no competency in selecting and revising curriculum content. Another 48 (22.75%) respondents indicated they did know where to seek assistance in order to begin curriculum content selection. Seventy-six (36.02%) respondents reported that they could perform this function with assistance. Of these 76 respondents, 34 high school counselors (16.11% of all high school counselors) reported this rather minimum level of competency, representing 42.50% of the total number of respondents that reported

this level of competence. Forty-six (21.80%) respondents indicated they could perform this function with little preparation, and of this number only seven (3.32%) respondents identified themselves as elementary school counselors.

Planning PTA Activities and Programs

When asked if they were able to plan PTA activities and programs, 18 (8.53%) indicated they could not perform this function. Of these 18, nine (4.27%) respondents identified themselves as high school counselors. Forty-five (21.33%) respondents reported that they knew where to seek assistance, and 67 (31.75%) respondents indicated they could perform this function with some assistance. Thirty-eight (18.01%) respondents reported they could perform this planning function with little preparation and 27 (12.80%) respondents reported relative ease in performing this activity. Of the 27 respondents with this high level of competency, 12 (5.69%) identified themselves as elementary school counselors, representing 19.67% of all elementary school counselors and 44.44% of all counselors with this high level of proficiency.

Planning Assembly Programs

Nineteen (9%) counselors reported that they could not plan assembly programs; however 45 (21.33%) reported they at least knew where to begin and/or knew where to seek assistance in order to plan such programs. Fifty-nine (27.96%) counselors indicated they could perform this planning function with some assistance. Seventy-four (35.08%) counselors reported a high degree of competency in this area in which little preparation was required. Of these 74 counselors, 43 identified themselves as high school counselors (41.25% of all high school counselors). Moreover, 15 counselors reported having more than four years of counseling experience (representing 46.88% of all counselors with this amount of experience) compared to five counselors with less than one year of counseling

experience (2.37% of all beginning counselors). Therefore, it appears that counselor experience does have a marked effect upon the competency level in this counselor function.

Visiting the Homes of Students Who have Behavioral, Social, Attendance or Economic Problems

When asked about level of competency in this counselor function, only six (2.84%) reported that they were unable to perform this function. Thirty-one (14.69%) counselors indicated they did know where to seek asskstance in order to perform this function. Twenty-four (11.37%) counselors indicated they could make such visits with some assistance. Fifty-six (26.54%) counselors indicated they could perform this function with little preparation. Finally, 82 (38.86%) counselors reported they could perform this function with relative ease. Of the 82 counselors with this high level of competence, 33 identified themselves as elementary school counselors, representing 54.10% of all elementary school counselors and 40.24% of all counselors that responded in this manner. However, one must note that of the 82 counselors with this degree of competence, 70 (85.37%) identified themselves as fulltime counselors, suggesting that time is a contributing variable.

Providing Information on Economic Conditions Related to Future Employment and Education

When asked if they were able to provide information on economic conditions related to future employment and education, 16 (7.58%) counselors reported that they could not perform this function. Of these 16, eleven (5.21%) identified themselves as elementary school counselors and five (2.37%) identified themselves as junior high school counselors. Forty-two (19.91%) counselors indicated that they knew where to begin and/or where to seek assistance. Sixty (28.44%) counselors reported that little preparation was required to perform this information-

giving activity and 45 (21.33%) reported that this function could be performed with relative ease. Of the 105 counselors that reported little preparation or relative ease in performing this function, 61 identified themselves as high school counselors (76.25% of all high school counselors) compared to 29 junior high school counselors (42.03% of all junior high school counselors) and 15 elementary school counselors (24.59% of all elementary school counselors).

TABLE 4

Competencies of Elementary School Counselors

| Rank | Function | % Reporting Competence |
|---|---|---|
| 1 | Planning case conferences involving parents and teachers | 92% |
| 2 | Counseling students having value clarification problems | 92% |
| 3 | Counseling students with reference to personal-social considerations | 92% |
| 4 | Counseling students having interracial concerns or difficulties | 89% |
| 5 | Counseling students with reference to academic difficulties | 88% |
| 6 | Counseling with students who are racially different | 88% |
| 7 | Providing group counseling for those students unable or unready to profit from individual counseling | 88% |
| 8 | Discussing referral sources and procedures with the school staff | 88% |
| 9 | Assisting students in the development of decision-making skills | 87% |
| 10 | Identifying and referring students for individual psychological testing | 85% |
| 11 | Providing information on community referral resources | 84% |
| 12 | Suggesting specific ways in which a student might be helped to overcome a behavioral problem | 84% |
| 13 | Visiting the homes of students who have behavioral, social, attendance or economic problems | 82% |
| 14 | Administration of standardized tests | 80% |

Table 4 identifies those functions which at least 80% of the elementary school counselors reported they can perform with ease. The competencies

tend to coincide with the participation reported by the elementary school counselors. The one obvious distinction involves "planning case conferences involving parents and teachers" which seems to be an activity performed by only 41% of elementary school counselors on a regular basis while 92% report they can carry out the function with ease. Items 4, 7, 8, 11, 13, and 14 are all items which elementary school counselors report competence but which are performed on less than a regular basis.

TABLE 5

Competencies of Junior High/Middle School Counselors

| Rank | Function | % Reporting Competence |
|---|---|---|
| 1 | Counseling students with reference to academic difficulties | 87% |
| 2 | Providing group counseling for those students unable or unready to profit from individual counseling | 87% |
| 3 | Counseling students having value clarification problems | 85% |
| 4 | Assisting students in the development of decision-making skills | 85% |
| 5 | Counseling students with reference to personal-social considerations | 84% |
| 6 | Discussing referral sources and procedures with the school staff | 83% |
| 7 | Planning orientation activities | 83% |
| 8 | Counseling with students who are racially different | 83% |
| 9 | Planning case conferences involving parents and teachers | 81% |
| 10 | Counseling students with reference to educational considerations | 81% |
| 11 | Administering personal data blanks, autobiographies, and other student appraisal devices | 80% |

Junior High/Middle School counselor competencies are reported in Table 5. "Counseling students with reference to academic difficulties" and "providing group counseling" are areas where more counselors report that they are capable of functioning with relative ease. Items 6, 7, 9, and 11 are ones where counselors report competence but are not included in those functions participated in by 40% or more of the counselors. Several of these items are "seasonal" which may explain their failure to appear on the participation list.

TABLE 6

Competencies of Senior High School Counselors

| Rank | Function | % Reporting Competence |
|---|---|---|
| 1 | Checking credits for graduation and college entrance | 97% |
| 2 | Assisting students in selecting school courses | 97% |
| 3 | Counseling students with reference to personal-social considerations | 96% |
| 4 | Counseling students with reference to academic difficulties | 96% |
| 5 | Writing letters of reference or recommendation | 96% |
| 6 | Counseling students with reference to educational considerations | 95% |
| 7 | Assisting students in the development of decision-making skills | 90% |
| 8 | Counseling students with reference to vocational considerations | 89% |
| 9 | Scheduling new students | 89% |
| 10 | Providing information about students to colleges at which the student has applied | 89% |

(Continued on next page)

Table 6 continued

| Rank | Function | % Reporting Competence |
|---|---|---|
| 11 | Arranging course transfers for students within the school | 86% |
| 12 | Scheduling students in classes | 85% |
| 13 | Counseling with students who are racially different | 85% |
| 14 | Counseling students having value clarification problems | 85% |
| 15 | Maintaining permanent records | 85% |
| 16 | Discussing referral sources and procedures with the school staff | 84% |
| 17 | Providing scholarship information | 82% |
| 18 | Counseling students having interracial concerns or difficulties | 81% |
| 19 | Providing information about individual students to potential employers | 80% |
| 20 | Administration of standardized tests | 80% |
| 21 | Planning case conferences involving parents and teachers | 80% |
| 22 | Providing group counseling for those students unable or unready to profit from individual counseling | 80% |

Table 6 identifies the reported competencies of at least 80% of the 80 high school counselors who responded to the questionnaire. Unlike elementary and junior high/middle school counselors, high school counselors competencies appear to by more in an area of "data transmittal". High school counselors do report competence in areas similar to counselors at other levels as well as some additional competencies which seem unique to the level at which they counsel. It is interesting that the twenty-two items included in the high school list is more than for counselors at any other level.

TABLE 7

Functions Identified With Minimum Competence

| Rank | Function | % Lacking Competence |
|---|---|---|
| 1 | Coordinating the school audio-visual service | 59.2% |
| 2 | Establishing local norms for standardized aptitude and achievement tests | 54.5% |
| 3 | Preparing an analysis of grades given each year by faculty | 41.7% |
| 4 | Initiating and implementing parent groups, i.e., P.E.T. | 36.5% |
| 5 | Placing students in parttime and summer jobs | 35.5% |
| 6 | Selecting and revising curriculum content | 35.5% |
| 7 | Teaching courses on occupational development | 35.5% |
| 8 | Conducting follow-up studies on former students to discover strengths and weaknesses in school guidance programs | 34.1% |
| 9 | Computing class ranks | 32.7% |
| 10 | Preparation of handbook of school rules and policies for distribution to students | 32.2% |
| 11 | Making decisions concerning student disciplinary action | 31.3% |

Table 7 identifies those counselor functions where 30% or more of the counselors reported they "don't know where to begin" or "can perform with assistance". These areas are ones in which it appears safe to assume that practicing counselors are requesting help. Several of these areas are more often performed at one level than another suggesting that all counselors may not need competence in all areas. It is also interesting to note that most of the areas of relatively little competence were also areas where participation was low. These areas, nevertheless, represent functions

where some additional training seems appropriate. Where differential certification is not used, it seems appropriate to expect all counselors to be minimally competent to function at any level.

## COMMENTS

Miscellaneous comments made by respondents on the questionnaire are included in the appendix. These comments reflect additional areas of concern that may not have been a part of the questionnaire. In several cases these comments involved the addition of functions to the list provided.

## SUMMARY

It seems clear that beginning school counselors in North Carolina perform many of the functions thought to be within the domain of school counseling. Generally, these counselors seem to report themselves to be participating in some of all functions with a relatively high level of competence. Beginning counselors do not appear to have many problems in completing the tasks assigned to them.

Two-hundred eleven school counselors, responding to a questionnaire, identified the degree to which they engaged in selected counselor functions and the degree to which they feel competent to perform these counselor functions. "Counseling" functions dominated the lists of counselors at all three levels in terms of function. The same general area dominated the areas where counselors reported themselves to be competent. Those functions which are included in a list of minimum competence seem to reflect the level at which counselors work rather than a general lack of competence.

## CONCLUSIONS

As a result of the findings of this study, the following conclusions are presented:

1. School counselors are interested in expressing their attitudes concerning functions they perform and their levels of competence in performing these functions.

2. School counselors in North Carolina provide a wide variety of services to clients they serve.

3. Levels of competence seem to reflect the level at which one counsels rather than training received. This conclusion supports a notion that counselors develop competence as a result of performing the functions once they are actually on-the-job.

4. School counselors tend not to perform any single functions routinely (at least once a day).

5. Counselor functions performed most often (at least two or three times a week) by North Carolina counselors are:

   a. Counseling students having value clarification problems.
   b. Counseling students with reference to vocational considerations.
   c. Counseling students with reference to educational considerations.
   d. Counseling students with reference to personal-social considerations.
   e. Assisting students in selecting school courses.
   f. Scheduling students in classes.
   g. Counseling with students who are racially different.
   h. Assisting students in the development of decision-making skills.
   i. Maintaining permanent records.
   j. Counseling with potential dropouts.

6. Counselors reported the following as areas of professional problems, areas where additional help is requested:

a. Establishing local norms for standardized aptitude and achievement tests.

b. Preparing an analysis of grades given each year by faculty.

c. Initiating and implementing parent groups.

d. Placing students in parttime and summer jobs.

e. Selecting and revising curriculum content.

f. Teaching courses on occupational development.

g. Conducting follow-up studies on former students to discover strengths and weaknesses in school guidance programs.

h. Computing class ranks.

i. Preparation of a handbook of school rules and policies for distribution to students.

j. Making decisions concerning student disciplinary action.

Even without definite answers, these conclusions appear helpful to counselors, counselor educators, and administrators who wish to know what functions school counselors are performing and areas where they report themselves competent. The North Carolina State Department of Public Instruction and the twelve counselor education programs in the State may find the data especially helpful as they plan pre-service and in-service education. The theme throughout these data supports an image of North Carolina school counselors as providers of many useful functions with relatively high levels of competence.

# APPENDIX

COVER LETTER



NORTH CAROLINA STATE UNIVERSITY | AT RALEIGH

SCHOOL OF EDUCATION

DEPARTMENT OF GUIDANCE AND PERSONNEL SERVICES
ZIP 27607

September 22, 1977

Dear School Counselor:

As a school counselor, you are aware of the many professional problems which face the beginner in our profession. The purpose of this letter is to request your participation in a statewide survey for the identification of professional problems of beginning school counselors.

I can assure you that the information you provide will be kept strictly confidential and you will not be identified in any manner in this study or publications which may emanate from the study.

Having worked as a school counselor for two years, I am fully aware of the demands on your time. However, I am sure that you will agree that a study of the professional problems of beginning counselors will increase our information base and provide a basis for changes in the preparation programs for counselors. I am asking you to take about fifteen minutes to complete the enclosed questionnaire and return it to me in the enclosed stamped envelope.

Thank you very much for your cooperation. I hope to receive the completed questionnaire from you by October 21.

Sincerely,

Don C. Locke

Don C. Locke
Assistant Professor

Enclosures

# QUESTIONNAIRE

## PROFESSIONAL PROBLEMS OF BEGINNING COUNSELORS

(1) At which grade level do you counsel?

_____1. Elementary School

_____2. Junior High School/Middle School

_____3. High School

_____4. Kindergarten - 12

(2) How many students are assigned to you (counselor-student ratio)?

_____1. Less than 400

_____2. 401 - 500

_____3. 501 - 600

_____4. 601 - 700

_____5. More than 700

(3) What is the enrollment of the school to which you are assigned?

_____1. Less than 500

_____2. 501 - 700

_____3. 701 - 900

_____4. 901 - 1100

_____5. More than 1100

(4) Where did you receive your counselor training?

_____1. Institution located within the State of North Carolina

(Optional) Name of Institution_____

_____2. Institution located outside the State of North Carolina

(Optional) Name of Institution_____

(5) How many years teaching experience did you have before becoming a counselor?

_____1. No prior teaching experience

_____2. 1 - 3 years

_____3. 4 - 6 years

_____4. 7 - 9 years

_____5. 10 years or more

(6) What is the status of your counselor certification?

_____1. Full certification

_____2. Provisional certification -- more than half of training completed

_____3. Provisional certification -- less than half of training completed

_____4. No certification -- enrolled in counselor education program

_____5. No certification -- not enrolled in counselor education program

(7) What portion of your time is spent performing duties assigned to you as a counselor?

_____1. Full-time

_____2. Three-fourth time

_____3. One-half time

_____4. One-fourth time

_____5. Less than one-fourth time

(8) What is the total full-time equivalent (FTE) for those assigned to counseling in your school? (Example: Two full-time counselors and one half-time counselor equals 2.5 FTE)

_____1. 0 - 1.0

_____2. 1.1 - 2.0

_____3. 2.1 - 3.0

_____4. 3.1 - 4.0

_____5. 4.1 and over

(9) Which one of the following counseling approaches do you prefer?

_____1. Behavioral

_____2. Client Centered

_____3. Psychoanalytic or Neo-Analytic

_____4. Existential - Humanistic

_____5. Eclectic

_____6. Rational-Emotive

_____7. Developmental

_____8. Other (please specify) _____

(10) How long have you been a counselor?

_____1. Less than one school year

_____2. More than one year but less than two school years

_____3. More than two years but less than three school years

_____4. More than three school years but less than four years

_____5. More than four years

(11) What is your sex?

_____1. Female

_____2. Male

_____3. I prefer not to answer this question

(12) What is your racial/ethnic group?

_____1. White/Caucasian

_____2. Black/Afro-American

_____3. Latin American (Mexican-American, Chicano, Puerto Rican, etc.)

_____4. American Indian

_____5. Oriental

_____6. I prefer not to answer this question

For each of the counselor functions identified, complete both the "current participation" column and the "competency level" column by circling the number which corresponds to your level of current participation and competency. Rate your level of competency even though you may not participate in the activity. Please complete the "current participation" column first, then return to the beginning of the questionnaire to complete the "competency level" column. Numbers in parentheses are for computer coding.

| | CURRENT PARTICIPATION | | | | | | COMPETENCY LEVEL | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Never performed | Occasionally (once a month) | Sometimes (once a week) | Frequently (2 - 3 times week) | Routinely (once a day) | | | Don't know where to begin | Know where to begin and/or where to seek assistance | Can perform with assistance | Can perform with little preparation | Can perform alone and with relative ease |
| EXAMPLE | 1 | 2 | 3 | (4) | 5 | Implement program modifications | 1 2 3 4 (5) | | | | | |
| (13) | 1 | 2 | 3 | 4 | 5 | Coordinating activities with law enforcement agencies and/or the courts | (14) | 1 | 2 | 3 | 4 | 5 |
| (15) | 1 | 2 | 3 | 4 | 5 | Counseling students having value clarification problems | (16) | 1 | 2 | 3 | 4 | 5 |
| (17) | 1 | 2 | 3 | 4 | 5 | Counseling students with reference to vocational considerations | (18) | 1 | 2 | 3 | 4 | 5 |
| (19) | 1 | 2 | 3 | 4 | 5 | Evaluating effectiveness of school guidance program | (20) | 1 | 2 | 3 | 4 | 5 |
| (21) | 1 | 2 | 3 | 4 | 5 | Counseling students with reference to educational considerations | (22) | 1 | 2 | 3 | 4 | 5 |
| (23) | 1 | 2 | 3 | 4 | 5 | Counseling students with reference to personal-social considerations | (24) | 1 | 2 | 3 | 4 | 5 |
| (25) | 1 | 2 | 3 | 4 | 5 | Counseling students with reference to academic difficulties | (26) | 1 | 2 | 3 | 4 | 5 |
| (27) | 1 | 2 | 3 | 4 | 5 | Developing guidance program goals, aims, and priorities | (28) | 1 | 2 | 3 | 4 | 5 |
| (29) | 1 | 2 | 3 | 4 | 5 | Securing parent participation in guidance activities | (30) | 1 | 2 | 3 | 4 | 5 |
| (31) | 1 | 2 | 3 | 4 | 5 | Planning and arranging sequence of year's guidance activities | (32) | 1 | 2 | 3 | 4 | 5 |
| (33) | 1 | 2 | 3 | 4 | 5 | Utilizing films, bulletin boards, etc. on occupations and colleges | (34) | 1 | 2 | 3 | 4 | 5 |
| (35) | 1 | 2 | 3 | 4 | 5 | Counseling students in relation to financial aid | (36) | 1 | 2 | 3 | 4 | 5 |
| (37) | 1 | 2 | 3 | 4 | 5 | Counseling students having interracial concerns or difficulties | (38) | 1 | 2 | 3 | 4 | 5 |
| (39) | 1 | 2 | 3 | 4 | 5 | Initiating and implementing parent groups, i.e., P.E.T. | (40) | 1 | 2 | 3 | 4 | 5 |
| (41) | 1 | 2 | 3 | 4 | 5 | Suggesting specific ways in which a student might be helped to overcome a behavioral problem | (42) | 1 | 2 | 3 | 4 | 5 |
| (43) | 1 | 2 | 3 | 4 | 5 | Suggesting specific ways in which a student might be helped to overcome a learning problem | (44) | 1 | 2 | 3 | 4 | 5 |
| (45) | 1 | 2 | 3 | 4 | 5 | Conducting in-service presentations regarding the construction, administration and use of tests (assessment program) | (46) | 1 | 2 | 3 | 4 | 5 |
| (47) | 1 | 2 | 3 | 4 | 5 | Providing teachers with educational and occupational materials (posters, pamphlets, etc.) relevant to courses being taught | (48) | 1 | 2 | 3 | 4 | 5 |
| (49) | 1 | 2 | 3 | 4 | 5 | Developing criteria for placement of students in remedial or honor classes | (50) | 1 | 2 | 3 | 4 | 5 |
| (51) | 1 | 2 | 3 | 4 | 5 | Preparing information on curriculum needs as noted in counseling sessions for submission to school administration | (52) | 1 | 2 | 3 | 4 | 5 |
| (53) | 1 | 2 | 3 | 4 | 5 | Conducting follow-up studies on former students to discover strengths and weaknesses in school guidance program | (54) | 1 | 2 | 3 | 4 | 5 |
| (55) | 1 | 2 | 3 | 4 | 5 | Establishing local norms for standardized aptitude and achievement tests | (56) | 1 | 2 | 3 | 4 | 5 |
| (57) | 1 | 2 | 3 | 4 | 5 | Computing class ranks | (58) | 1 | 2 | 3 | 4 | 5 |
| (59) | 1 | 2 | 3 | 4 | 5 | Providing military information and working with military recruiters | (60) | 1 | 2 | 3 | 4 | 5 |
| (61) | 1 | 2 | 3 | 4 | 5 | Assisting students in selecting school courses | (62) | 1 | 2 | 3 | 4 | 5 |

| CURRENT PARTICIPATION | | | | | | | COMPETENCY LEVEL | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Never performed | Occasionally (once month) | Sometimes (once a week) | Frequently (2 - 3 time week) | Routinely (once a day) | | | Don't know where to begin | Know where to begin and/or where to seek assistance | Can perform with assistance | Can perform with little preparation | Can perform alone and with relative ease |
| (63) | 1 | 2 | 3 | 4 | 5 | Scheduling students in classes | (64) | 1 | 2 | 3 | 4 | 5 |
| (65) | 1 | 2 | 3 | 4 | 5 | Placing students in part-time and summer jobs | (66) | 1 | 2 | 3 | 4 | 5 |
| (67) | 1 | 2 | 3 | 4 | 5 | Arranging course transfers for students within the school | (68) | 1 | 2 | 3 | 4 | 5 |
| (69) | 1 | 2 | 3 | 4 | 5 | Providing information about individual students to potential employers | (70) | 1 | 2 | 3 | 4 | 5 |
| (71) | 1 | 2 | 3 | 4 | 5 | Providing information about students to colleges at which the student has applied | (72) | 1 | 2 | 3 | 4 | 5 |
| (73) | 1 | 2 | 3 | 4 | 5 | Assisting students in selection of extra-curricular activities | (74) | 1 | 2 | 3 | 4 | 5 |
| (75) | 1 | 2 | 3 | 4 | 5 | Counseling students having sexually-related problems | (76) | 1 | 2 | 3 | 4 | 5 |
| | | | | | | | | | (77) | (78) | (79) | (80) |
| (1) | 1 | 2 | 3 | 4 | 5 | Counseling with students who are racially different | (2) | 1 | 2 | 3 | 4 | 5 |
| (3) | 1 | 2 | 3 | 4 | 5 | Assisting students in the development of decision-making skills | (4) | 1 | 2 | 3 | 4 | 5 |
| (5) | 1 | 2 | 3 | 4 | 5 | Evaluation of effectiveness of extra-curricular activities in meeting student needs | (6) | 1 | 2 | 3 | 4 | 5 |
| (7) | 1 | 2 | 3 | 4 | 5 | Preparing an analysis of grades given each year by faculty | (8) | 1 | 2 | 3 | 4 | 5 |
| (9) | 1 | 2 | 3 | 4 | 5 | Planning orientation activities | (10) | 1 | 2 | 3 | 4 | 5 |
| (11) | 1 | 2 | 3 | 4 | 5 | Developing and/or coordinating a peer counseling program | (12) | 1 | 2 | 3 | 4 | 5 |
| (13) | 1 | 2 | 3 | 4 | 5 | Scheduling new students | (14) | 1 | 2 | 3 | 4 | 5 |
| (15) | 1 | 2 | 3 | 4 | 5 | Preparation of handbook of school rules and policies for distribution to students | (16) | 1 | 2 | 3 | 4 | 5 |
| (17) | 1 | 2 | 3 | 4 | 5 | Maintaining permanent records | (18) | 1 | 2 | 3 | 4 | 5 |
| (19) | 1 | 2 | 3 | 4 | 5 | Organizing school testing program | (20) | 1 | 2 | 3 | 4 | 5 |
| (21) | 1 | 2 | 3 | 4 | 5 | Administration of standardized tests | (22) | 1 | 2 | 3 | 4 | 5 |
| (23) | 1 | 2 | 3 | 4 | 5 | Identifying exceptional children | (24) | 1 | 2 | 3 | 4 | 5 |
| (25) | 1 | 2 | 3 | 4 | 5 | Planning case conferences involving parents and teachers | (26) | 1 | 2 | 3 | 4 | 5 |
| (27) | 1 | 2 | 3 | 4 | 5 | Assisting teachers in diagnosing learning difficulties of students | (28) | 1 | 2 | 3 | 4 | 5 |
| (29) | 1 | 2 | 3 | 4 | 5 | Checking credits for graduation and college entrance | (30) | 1 | 2 | 3 | 4 | 5 |
| (31) | 1 | 2 | 3 | 4 | 5 | Writing letters of reference or recommendation | (32) | 1 | 2 | 3 | 4 | 5 |
| (33) | 1 | 2 | 3 | 4 | 5 | Accumulating personality data on students | (34) | 1 | 2 | 3 | 4 | 5 |
| (35) | 1 | 2 | 3 | 4 | 5 | Providing information on community referral resources | (36) | 1 | 2 | 3 | 4 | 5 |
| (37) | 1 | 2 | 3 | 4 | 5 | Planning career day programs | (38) | 1 | 2 | 3 | 4 | 5 |
| (39) | 1 | 2 | 3 | 4 | 5 | Coordinating the school audio-visual service | (40) | 1 | 2 | 3 | 4 | 5 |
| (41) | 1 | 2 | 3 | 4 | 5 | Making decisions concerning student disciplinary action | (42) | 1 | 2 | 3 | 4 | 5 |
| (43) | 1 | 2 | 3 | 4 | 5 | Selecting and revising curriculum content | (44) | 1 | 2 | 3 | 4 | 5 |
| (45) | 1 | 2 | 3 | 4 | 5 | Planning PTA activities and programs | (46) | 1 | 2 | 3 | 4 | 5 |
| (47) | 1 | 2 | 3 | 4 | 5 | Planning assembly programs | (48) | 1 | 2 | 3 | 4 | 5 |

| CURRENT PARTICIPATION | | | | | | | COMPETENCY LEVEL | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Never performed | Occasionally (once a month) | Sometimes (once a week) | Frequently (2 - 3 times week) | Routinely (once a day) | | | Don't know where to begin | Know where to begin and/or where to seek assistance | Can perform with assistance | Can perform with little preparation | Can perform alone and with relative ease |
| (49) | 1 | 2 | 3 | 4 | 5 | Preparing school information for distribution to the public | (50) | 1 | 2 | 3 | 4 | 5 |
| (51) | 1 | 2 | 3 | 4 | 5 | Providing group counseling for those students unable or unready to profit from individual counseling | (52) | 1 | 2 | 3 | 4 | 5 |
| (53) | 1 | 2 | 3 | 4 | 5 | Counseling students having problems related to death and/or dying | (54) | 1 | 2 | 3 | 4 | 5 |
| (55) | 1 | 2 | 3 | 4 | 5 | Identifying and referring students for individual psychological testing | (56) | 1 | 2 | 3 | 4 | 5 |
| (57) | 1 | 2 | 3 | 4 | 5 | Identifying and referring children to welfare agencies | (58) | 1 | 2 | 3 | 4 | 5 |
| (59) | 1 | 2 | 3 | 4 | 5 | Assisting in promotion and retention decisions with a view for considering the best thing for the child | (60) | 1 | 2 | 3 | 4 | 5 |
| (61) | 1 | 2 | 3 | 4 | 5 | Visiting the homes of students who have behavioral, social, attendance or economic problems | (62) | 1 | 2 | 3 | 4 | 5 |
| (63) | 1 | 2 | 3 | 4 | 5 | Discussing referral sources and procedures with the school staff | (64) | 1 | 2 | 3 | 4 | 5 |
| (65) | 1 | 2 | 3 | 4 | 5 | Administering personal data blanks, autobiographies and other student appraisal devices | (66) | 1 | 2 | 3 | 4 | 5 |
| (67) | 1 | 2 | 3 | 4 | 5 | Providing scholarship information | (68) | 1 | 2 | 3 | 4 | 5 |
| (69) | 1 | 2 | 3 | 4 | 5 | Providing information on economic conditions related to future employment and education | (70) | 1 | 2 | 3 | 4 | 5 |
| (71) | 1 | 2 | 3 | 4 | 5 | Coordinating remedial work for students | (72) | 1 | 2 | 3 | 4 | 5 |
| (73) | 1 | 2 | 3 | 4 | 5 | Teaching courses on occupational development | (74) | 1 | 2 | 3 | 4 | 5 |
| (75) | 1 | 2 | 3 | 4 | 5 | Counseling with potential dropouts | (76) | 1 | 2 | 3 | 4 | 5 |

ADDITIONAL COMPETENCIES

(77) (78) (79) (80)

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | _____ | 1 | 2 | 3 | 4 | 5 |
| | | | | | _____ | | | | | |
| 1 | 2 | 3 | 4 | 5 | _____ | 1 | 2 | 3 | 4 | 5 |
| | | | | | _____ | | | | | |
| 1 | 2 | 3 | 4 | 5 | _____ | 1 | 2 | 3 | 4 | 5 |
| | | | | | _____ | | | | | |
| 1 | 2 | 3 | 4 | 5 | _____ | 1 | 2 | 3 | 4 | 5 |
| | | | | | _____ | | | | | |

Please use the back of this sheet for any comments, suggestions, or recommendations you wish to make concerning counselor education programs.

THANK YOU

FOLLOW-UP POSTCARD

October 27, 1977

Dear School Counselor,

About three weeks ago I mailed you a questionnaire asking you to provide me with your opinions regarding the professional problems of beginning counselors in North Carolina. As of this date I have not received your completed answer sheet.

Please take about fifteen minutes to complete the questionnaire and return it to me. Your responses are important if I am to report an adequate sample of beginning school counselors. Thank you for your cooperation.

Sincerely,
Don C. Locke

Don C. Locke, Ed.D.
Assistant Professor
Guidance & Personnel Services
North Carolina State University

Please disregard this request if you have mailed the answer sheet.

PROFESSIONAL PROBLEMS OF BEGINNING COUNSELORS

(1) At which grade level do you counsel?

61 1. Elementary School

69 2. Junior High School/Middle School

80 3. High School

1 4. Kindergarten - 12

(2) How many students are assigned to you (counselor-student ratio)?

32 1. Less than 400

49 2. 401 - 500

39 3. 501 - 600

30 4. 601 - 700

61 5. More than 700

(3) What is the enrollment of the school to which you are assigned?

21 1. Less than 500

43 2. 501 - 700

52 3. 701 - 900

39 4. 901 - 1100

55 5. More than 1100

(4) Where did you receive your counselor training?

188 1. Institution located within the State of North Carolina

(Optional) Name of Institution_____

22 2. Institution located outside the State of North Carolina

(Optional) Name of Institution_____

(5) How many years teaching experience did you have before becoming a counselor?

115 1. No prior teaching experience

68 2. 1 - 3 years

15 3. 4 - 6 years

6 4. 7 - 9 years

7 5. 10 years or more

(6) What is the status of your counselor certification?

195 1. Full certification

10 2. Provisional certification -- more than half of training completed

2 3. Provisional certification -- less than half of training completed

2 4. No certification -- enrolled in counselor education program

2 5. No certification -- not enrolled in counselor education program

(7) What portion of your time is spent performing duties assigned to you as a counselor?

167 1. Full-time

29 2. Three-fourth time

9 3. One-half time

4 4. One-fourth time

2 5. Less than one-fourth time

(8) What is the total full-time equivalent (FTE) for those assigned to counseling in your school? (Example: Two full-time counselors and one half-time counselor equals 2.5 FTE)

99 1. 0 - 1.0

54 2. 1.1 - 2.0

42 3. 2.1 - 3.0

12 4. 3.1 - 4.0

4 5. 4.1 and over

(9) Which one of the following counseling approaches do you prefer?

23 1. Behavioral

52 2. Client Centered

0 3. Psychoanalytic or Neo-Analytic

7 4. Existential - Humanistic

94 5. Eclectic

2 6. Rational-Emotive

27 7. Developmental

5 8. Other (please specify) _____

(10) How long have you been a counselor?

21 1. Less than one school year

52 2. More than one year but less than two school years

40 3. More than two years but less than three school years

66 4. More than three school years but less than four years

32 5. More than four years

(11) What is your sex?

149 1. Female

60 2. Male

2 3. I prefer not to answer this question

(12) What is your racial/ethnic group?

172 1. White/Caucasian

14 2. Black/Afro-American

____ 3. Latin American (Mexican-American, Chicano, Puerto Rican, etc.)

____ 4. American Indian

____ 5. Oriental

5 6. I prefer not to answer this question

For each of the counselor functions identified, complete both the "current participation" column and the "competency level" column by circling the number which corresponds to your level of current participation and competency. Rate your level of competency even though you may not participate in the activity. Please complete the "current participation" column first, then return to the beginning of the questionnaire to complete the "competency level" column. Numbers in parentheses are for computer coding.

| CURRENT PARTICIPATION | | | | | | | COMPETENCY LEVEL | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | EXAMPLE | | | | | | | | | | | |
| | 1 2 3 (4) 5 | | | | | Implement program modifications | 1 2 3 4 (5) | | | | | |
| No response | Never performed | Occasionally (once a month) | Sometimes (once a week) | Frequently (2 - 3 times week) | Routinely (once a day) | | No response | Don't know where to begin | Know where to begin and/or where to seek assistance | Can perform with assistance | Can perform with little preparation | Can perform alone and with relative ease |
| 3 | 72 | 107 | 21 | 7 | 1 | Coordinating activities with law enforcement agencies and/or the courts | 0 | 10 | 9 | 57 | 44 | 48 |
| 3 | 0 | 17 | 66 | 70 | 55 | Counseling students having value clarification problems | 9 | 1 | 6 | 11 | 55 | 129 |
| 4 | 28 | 54 | 34 | 41 | 50 | Counseling students with reference to vocational considerations | 18 | 1 | 16 | 21 | 63 | 92 |
| 7 | 35 | 115 | 33 | 11 | 10 | Evaluating effectiveness of school guidance program | 16 | 6 | 26 | 58 | 53 | 52 |
| 4 | 16 | 30 | 32 | 49 | 80 | Counseling students with reference to educational considerations | 13 | 2 | 9 | 9 | 58 | 120 |
| 3 | 0 | 3 | 17 | 59 | 129 | Counseling students with reference to personal-social considerations | 11 | 0 | 2 | 6 | 36 | 156 |
| 3 | 1 | 6 | 43 | 66 | 92 | Counseling students with reference to academic difficulties | 11 | 0 | 1 | 7 | 49 | 143 |
| 3 | 11 | 94 | 52 | 30 | 21 | Developing guidance program goals, aims, and priorities | 13 | 0 | 14 | 64 | 65 | 55 |
| 4 | 40 | 96 | 49 | 18 | 4 | Securing parent participation in guidance activities | 14 | 7 | 31 | 46 | 65 | 48 |
| 9 | 20 | 126 | 30 | 19 | 7 | Planning and arranging sequence of year's guidance activities | 15 | 2 | 21 | 53 | 56 | 64 |
| 6 | 54 | 72 | 27 | 33 | 19 | Utilizing films, bulletin boards, etc. on occupations and colleges | 19 | 5 | 24 | 31 | 56 | 76 |
| 5 | 99 | 39 | 17 | 28 | 23 | Counseling students in relation to financial aid | 24 | 18 | 42 | 33 | 48 | 46 |
| 2 | 17 | 108 | 43 | 26 | 15 | Counseling students having interracial concerns or difficulties | 15 | 0 | 5 | 26 | 62 | 103 |
| 2 | 137 | 43 | 25 | 3 | 1 | Initiating and implementing parent groups, i.e., P.E.T. | 14 | 22 | 55 | 56 | 42 | 22 |
| 2 | 0 | 28 | 48 | 76 | 57 | Suggesting specific ways in which a student might be helped to overcome a behavioral problem | 13 | 0 | 11 | 27 | 79 | 81 |
| 2 | 7 | 42 | 64 | 73 | 23 | Suggesting specific ways in which a student might be helped to overcome a learning problem | 12 | 3 | 24 | 61 | 56 | 55 |
| 3 | 97 | 99 | 10 | 2 | 0 | Conducting in-service presentations regarding the construction, administration and use of tests (assessment program) | 13 | 15 | 41 | 61 | 53 | 28 |
| 3 | 47 | 83 | 45 | 24 | 9 | Providing teachers with educational and occupational materials (posters, pamphlets, etc.) relevant to courses being taught | 15 | 7 | 34 | 37 | 51 | 67 |
| 4 | 59 | 86 | 32 | 27 | 3 | Developing criteria for placement of students in remedial or honor classes | 16 | 6 | 36 | 59 | 49 | 45 |
| 3 | 80 | 105 | 15 | 5 | 3 | Preparing information on curriculum needs as noted in counseling sessions for submission to school administration | 15 | 16 | 39 | 59 | 50 | 32 |
| 3 | 123 | 65 | 11 | 6 | 3 | Conducting follow-up studies on former students to discover strengths and weaknesses in school guidance program | 18 | 13 | 59 | 50 | 37 | 34 |
| 4 | 163 | 42 | 1 | 1 | 0 | Establishing local norms for standardized aptitude and achievement tests | 21 | 48 | 67 | 40 | 23 | 12 |
| 6 | 142 | 51 | 4 | 1 | 7 | Computing class ranks | 22 | 21 | 48 | 25 | 28 | 67 |
| 2 | 106 | 56 | 29 | 13 | 5 | Providing military information and working with military recruiters | 21 | 26 | 37 | 32 | 35 | 60 |
| 3 | 56 | 48 | 31 | 34 | 39 | Assisting students in selecting school courses | 20 | 7 | 18 | 12 | 31 | 123 |

| CURRENT PARTICIPATION | | | | | | | COMPETENCY LEVEL | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| No response | Never performed | Occasionally (once month) | Sometimes (once a week) | Frequently (2 - 3 time week) | Routinely (once a day) | | No response | Don't know where to begin | Know where to begin and/or where to seek assistance | Can perform with assistance | Can perform with little preparation | Can perform alone and with relative ease |
| 3 | 61 | 49 | 27 | 31 | 40 | Scheduling students in classes | 9 | 10 | 23 | 25 | 25 | 119 |
| 3 | 115 | 64 | 20 | 6 | 3 | Placing students in part-time and summer jobs | 15 | 13 | 62 | 53 | 36 | 32 |
| 7 | 64 | 53 | 37 | 27 | 23 | Arranging course transfers for students within the school | 19 | 12 | 19 | 21 | 31 | 109 |
| 7 | 108 | 62 | 22 | 7 | 5 | Providing information about individual students to potential employers | 20 | 9 | 35 | 15 | 56 | 76 |
| 4 | 125 | 27 | 16 | 17 | 22 | Providing information about students to colleges at which the student has applied | 20 | 14 | 34 | 12 | 38 | 93 |
| 3 | 67 | 88 | 38 | 10 | 5 | Assisting students in selection of extra-curricular activities | 12 | 6 | 18 | 31 | 49 | 95 |
| 1 | 35 | 86 | 64 | 7 | 8 | Counseling students having sexually-related problems | 9 | 2 | 20 | 19 | 58 | 103 |
| 6 | 8 | 42 | 38 | 40 | 77 | Counseling with students who are racially different | 10 | 2 | 9 | 10 | 38 | 142 |
| 0 | 3 | 21 | 54 | 76 | 57 | Assisting students in the development of decision-making skills | 6 | 0 | 7 | 13 | 67 | 118 |
| 1 | 103 | 77 | 19 | 9 | 2 | Evaluation of effectiveness of extra-curricular activities in meeting student needs | 13 | 24 | 31 | 59 | 56 | 28 |
| 4 | 164 | 35 | 4 | 2 | 2 | Preparing an analysis of grades given each year by faculty | 19 | 41 | 47 | 43 | 28 | 33 |
| 4 | 36 | 137 | 16 | 7 | 11 | Planning orientation activities | 8 | 1 | 13 | 34 | 71 | 84 |
| 2 | 125 | 49 | 19 | 13 | 3 | Developing and/or coordinating a peer counseling program | 11 | 12 | 41 | 54 | 57 | 36 |
| 3 | 62 | 44 | 38 | 35 | 29 | Scheduling new students | 15 | 10 | 19 | 20 | 24 | 123 |
| 6 | 142 | 55 | 3 | 2 | 3 | Preparation of handbook of school rules and policies for distribution to students | 12 | 12 | 56 | 52 | 36 | 43 |
| 2 | 53 | 29 | 17 | 27 | 83 | Maintaining permanent records | 9 | 4 | 18 | 15 | 26 | 139 |
| 7 | 58 | 96 | 22 | 9 | 19 | Organizing school testing program | 9 | 6 | 27 | 42 | 44 | 83 |
| 5 | 25 | 137 | 20 | 7 | 17 | Administration of standardized tests | 5 | 0 | 13 | 28 | 42 | 123 |
| 1 | 20 | 81 | 61 | 28 | 20 | Identifying exceptional children | 10 | 0 | 16 | 64 | 59 | 62 |
| 1 | 19 | 68 | 68 | 35 | 20 | Planning case conferences involving parents and teachers | 4 | 2 | 7 | 22 | 70 | 106 |
| 2 | 18 | 63 | 78 | 33 | 17 | Assisting teachers in diagnosing learning difficulties of students | 5 | 2 | 23 | 72 | 61 | 48 |
| 4 | 118 | 18 | 18 | 19 | 34 | Checking credits for graduation and college entrance | 21 | 17 | 27 | 9 | 29 | 108 |
| 3 | 100 | 47 | 24 | 25 | 12 | Writing letters of reference or recommendation | 13 | 6 | 22 | 7 | 45 | 118 |
| 4 | 55 | 81 | 39 | 20 | 12 | Accumulating personality data on students | 8 | 8 | 21 | 36 | 64 | 74 |
| 2 | 18 | 61 | 70 | 36 | 24 | Providing information on community referral resources | 8 | 1 | 17 | 25 | 57 | 103 |
| 3 | 103 | 87 | 11 | 2 | 5 | Planning career day programs | 15 | 10 | 45 | 38 | 52 | 51 |
| 3 | 188 | 17 | 2 | 1 | 0 | Coordinating the school audio-visual service | 20 | 58 | 67 | 34 | 19 | 13 |
| 2 | 92 | 62 | 38 | 8 | 9 | Making decisions concerning student disciplinary action | 16 | 18 | 48 | 43 | 46 | 40 |
| 10 | 121 | 68 | 8 | 2 | 2 | Selecting and revising curriculum content | 14 | 27 | 48 | 76 | 29 | 17 |
| 4 | 137 | 63 | 6 | 0 | 1 | Planning PTA activities and programs | 16 | 18 | 45 | 67 | 38 | 27 |
| 4 | 129 | 71 | 5 | 2 | 0 | Planning assembly programs | 14 | 19 | 45 | 59 | 42 | 32 |

| CURRENT PARTICIPATION | | | | | | | COMPETENCY LEVEL | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| No response | Never performed | Occasionally (once a month) | Sometimes (once a week) | Frequently (2 - 3 times week) | Routinely (once a day) | | No response | Don't know where to begin | Know where to begin and/or where to seek assistance | Can perform with assistance | Can perform with little preparation | Can perform alone and with relative ease |
| 2 | 71 | 119 | 14 | 4 | 1 | Preparing school information for distribution to the public | 9 | 5 | 26 | 87 | 64 | 50 |
| 3 | 86 | 92 | 24 | 3 | 3 | Providing group counseling for those students unable or unready to profit from individual counseling | 6 | 3 | 9 | 14 | 80 | 99 |
| 5 | 51 | 120 | 29 | 5 | 1 | Counseling students having problems related to death and/or dying | 9 | 5 | 21 | 28 | 75 | 75 |
| 0 | 10 | 92 | 68 | 29 | 12 | Identifying and referring students for individual psychological testing | 7 | 0 | 12 | 30 | 58 | 104 |
| 1 | 31 | 123 | 33 | 19 | 4 | Identifying and referring children to welfare agencies | 7 | 1 | 18 | 45 | 53 | 87 |
| 7 | 44 | 125 | 22 | 7 | 6 | Assisting in promotion and retention decisions with a view for considering the best thing for the child | 9 | 4 | 15 | 47 | 58 | 78 |
| 3 | 86 | 92 | 24 | 3 | 3 | Visiting the homes of students who have behavioral, social, attendance or economic problems | 12 | 6 | 31 | 24 | 56 | 82 |
| 1 | 14 | 106 | 54 | 22 | 14 | Discussing referral sources and procedures with the school staff | 7 | 1 | 6 | 18 | 65 | 114 |
| 4 | 55 | 100 | 30 | 16 | 6 | Administering personal data blanks, autobiographies and other student appraisal devices | 11 | 5 | 20 | 18 | 73 | 84 |
| 4 | 108 | 34 | 22 | 24 | 19 | Providing scholarship information | 19 | 22 | 34 | 28 | 46 | 62 |
| 3 | 81 | 58 | 26 | 34 | 9 | Providing information on economic conditions related to future employment and education | 15 | 16 | 42 | 33 | 60 | 45 |
| 2 | 66 | 92 | 34 | 9 | 8 | Coordinating remedial work for students | 11 | 12 | 36 | 66 | 44 | 42 |
| 2 | 148 | 25 | 18 | 9 | 8 | Teaching courses on occupational development | 18 | 25 | 50 | 29 | 55 | 34 |
| 1 | 32 | 60 | 59 | 36 | 23 | Counseling with potential dropouts | 9 | 7 | 10 | 14 | 54 | 117 |

ADDITIONAL COMPETENCIES

_____

_____

_____

_____

_____

_____

_____

_____

Please use the back of this sheet for any comments, suggestions, or recommendations you wish to make concerning counselor education programs.

THANK YOU

TRENDS/PATTERNS EMERGING FROM ADDITIONAL COMMENTS

| | COMMENT | FREQUENCY |
|---|---|---|
| 1. | More practical experience is necessary (i.e., internship, practicum). Counselor education programs are too theoretical. | 8 |
| 2. | Counselor education programs need to be more specialized. Elementary school guidance is often ignored, while secondary school guidance is emphasized. | 7 |
| 3. | It is important for beginning counselors to establish good rapport with teachers. This is vital if a counselor is to help the students. | 4 |
| 4. | Need training in family counseling. | 4 |
| 5. | Inadequate background in financial aid information. | 4 |
| 6. | More emphasis should be given to vocational counseling. | 3 |
| 7. | Clerical/administrative work is a necessary part of a counselor's job. Counselor education programs do nothing to prepare counselors for this aspect of the job (i.e., scheduling of classes, class ranks, transcripts). | 3 |
| 8. | Counselor education programs should include more courses in developmental counseling since much time is spent with the exceptional child. | 2 |
| 9. | More emphasis on testing should be included in counselor education. | 2 |
| 10. | Counselors should have course work in human sexuality. | 2 |
| 11. | Counselors should have at least one year of classroom experience. | 2 |
| 12. | Guidance materials are limited for K-6. | 1 |
| 13. | Graduate students should be encouraged to attend workshops and conventions. | 1 |
| 14. | Interracial communication skills are needed. | 1 |
| 15. | Pregnancy counseling skills are needed. | 1 |

## REFERENCES

Carmical, L. and Calvin, L., Jr. Functions selected by school counselors. The School Counselor, 1970, 17, 280-285.

Collea, F. P. First year science teacher: A study of his intentions, perceptions and verbal behaviors. School Science and Mathematics, 1972, 72, 159-164.

Friedman, K. C. and Gruberg, R. R. Counselor's problems and potentials in today's educational setting. The Clearing House, 1975, 49, 172-174.

Hart, D. and Prince, D. Role conflict for school counselors: Training versus job demands. Personnel and Guidance Journal, 1970, 48, 374-380.

Herr, E. L. The perceptions of state supervisors of guidance of appropriateness of counselor function, the function of counselors, and counselor preparation. Counselor Education and Supervision, 1969, 8, 241-257.

Kaplan, B. A. The new counselor and his professional problems. Personnel and Guidance Journal, 1964, 42, 472-480.

Moskowitz, G. and Hayman, J. L., Jr. Interaction patterns of first-year, typical, and "best" teachers in inner-city schools. The Journal of Educational Research, 1974, 67, 224-230.

Mott, T. R. Perceptions of the high school counsellor role in Alberta. Canadian Counsellor, 1973, 7, 49-57.

Nickel, J., Traugh, C. and Tilford, M. Confrontation meeting: Identifying first year junior high school teachers' problems. The Clearing House, 1976, 49, 358-360.

Riese, H. C. and Stoner, W. G. Perception of the functions and role of the school counselor. The School Counselor, 1969, 17, 126-130.